

**California State Legislature
Assembly**

SELECT COMMITTEE ON URBAN EDUCATION

Members of the Select Committee

Joe Coto (Chair, D-San Jose), **Robert Huff** (Vice Chair, R-Diamond Bar),
Judy Chu (D-Monterey Park), **Hector DeLaTorre** (D-South Gate),
Mervyn Dymally (D-Compton), **Bonnie Garcia** (R-Cathedral City),
Cindy Montañez (D-San Fernando), **Alberto Torrico** (D-Newark),
Van Tran (R-Westminster)

Hearings on Best Practices in Urban Education
Wednesday, November 9, 2005
10 am to 12:30 pm,

Goals of the Select Committee

The goals of the Select Committee include:

- To hear about data driven, substantiated ‘best practices’ programs serving students daily in California’s urban schools
- To publish an annotated list of these programs, along with contact information, and make them widely available throughout the State
- To consider potential legislation to facilitate replication of verified best practices, and
- To search out business interest in formulating public/private partnerships to capitalize on best practices in California’s schools

Assembly Select Committee on Urban Education
Hearing Schedule, Orange County Board of Supervisors Chambers
12 Civic Center Plaza, Santa Ana, CA 92701
(Santa Ana Blvd & Flower)
Orange County

<u>Time</u>	<u>Program</u>	<u>Description</u>	<u>Presenter</u>	<u>Phone</u>	<u>Email</u>
10 AM	OC Bd of Sups	Welcome Welcome Welcome	Supervisor Lou Correa Senator Joe Dunn Assemblymember Tom Umberg		
10 AM	Bilingual Educ. Success	Montgomery Elementary School	Christina Flores-Speer	619.422.6131	cfloress@cvesd.k12.ca.us
10:15	LAUSD	Full Day Kindergarten	Alma Peña Sanchez Beth Ojena	916.441.4514	alma.sanchez@lausd.net beth.ojena@lausdnet
10:30	AVID	Student support Classroom	Julie Elliott Bob Saunders	858.623.2843	jelliott@avidcenter.org bsaunders@avidcenter.org
10:45	Orange School District	Innovative Programs	Kathy Moffatt Rachelle Morga	714.998.6164	kamoffat@earthlink.net
11:00	Discovery Science	Partnerships w/ non-profits	Joe Adams	714.913.5006	JAdams@discoverycube.org
11:15	SEED	Residential School	Eric Adler	310.499.4888	eric@seedfoundation.com
11:30	PacResearch Institute	Best Practices Urban Education	Xiaochin Yan	916.448.1926	xyan@pacificresearch.org
11:45	LAUSD	A-G Course Sequence	Bud Jacobs	213.241.6451	bud.jacobs@lausd.net
12:00	Select Comm.	Thank/You/Next Steps	Mr. Coto/Members		

Lou Correa (Supervisor, Orange County)
Joe Dunn (Senator, 34th District)
Tom Umberg (Assemblymember, 69th District)

Christina Flores-Speer (Montgomery John J. Elementary School)

Principal, Christina Flores-Speer, will share the successes of the John J. Montgomery Elementary School in the Chula Vista Elementary School District. Montgomery Elementary School has many, many English Learners among its student population. It was identified as a Program Improvement School and given ambitious improvement goals for student achievement. The school kept its focus on bilingual education and has worked hard to meet the achievement goals without sacrificing its research based, core beliefs about student learning.

Principal Flores-Speer will share they story of Montgomery Elementary and the best practices in urban education identified along the way.

Contact: Christina Flores-Speer, Principal, John J. Montgomery Elementary School
619.422.6131, cfloress@cvesd.k12.ca.us

Alma Peña Sanchez and Beth Ojena (Full Day Kindergarten Program)

Los Angeles Unified School District (LAUSD) is committed to “Closing the Achievement Gap.” One central effort aimed at “Closing the Achievement Gap” is the implementation of full-day kindergarten (FDK) on a four-year phase in program. FDK is an early primary model that has been shown to improve students’ academic and social outcomes. Research confirms that the formative years of a child’s schooling have a profound impact on future school success. By implementing FDK in LAUSD, young children will be provided with an academic foundation essential to their continued success. The daily instructional time for a full-day kindergarten schedule follows the same number of instructional minutes scheduled for the first through fifth grade classes at the school site. The curriculum includes English Language Arts, English Language Development (for English Learners), Mathematics, Science, History/Social Studies, Arts Education, Health, and Physical Education.

Contact: Alma Pena-Sanchez, Assistant Superintendent, Elementary Instructional Support Services, 213-241-6444, alma.sanchez@lausd.net
Beth Ojena, Coordinator, Full-Day Kindergarten Program, 213-241-6444, beth.ojena@lausd.net

Julie Elliott and Bob Saunders (AVID Program, State-Wide)

“AVID is a fifth- through twelfth-grade program to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID stands for Advancement Via Individual Determination.”

The AVID Student (AVID targets students in the academic middle - B, C, and even D students) who has the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation.

The themes of AVID students' stories are rich and textured and play to some of the most pressing issues of concern to our nation's political, education and business leaders. These issues include 1) encouraging all students to take a rigorous college-preparatory curriculum and 2) the redesigning of American schools that would provide all students with higher-level knowledge and skills, educational options, and support students must have to succeed.

Contact: Julie Elliott and Bob Saunders, Directors, AVID Program, 858.623.2843,
jelliott@avidcenter.org, bsaudners@avidcenter.org

Kathy Moffat and Rachelle Morga (Orange Union School District)

The Orange Union School District is tremendously proud of the results they have achieved with the Step Up To Writing Program. The Step Up to Writing Program improves the writing skills of all students – regardless of ability level. It relies on multi-sensory, classroom-proven teaching strategies and student writing activities. This Program has been used with great success by many teachers in the Orange Union School District. It teaches students to write clear, organized paragraphs, reports and essays. It raises overall writing assessment scores. It creates writing opportunities in which students can experience success. It enables students to complete assignments. It prepares students for real-world writing. It creates a sense of excitement about reading, writing and learning. Students also use skills learned to enable them to make effective oral presentations. They are able to write exciting, well-placed narratives.

Contact: Kathy Moffat, President, Orange Unified School District Board of Trustees,
and Rachelle Morga, Assistant Superintendent, 858.628.4048,
kamoffat@earthlink.net

Joe Adams (Discovery Science, Partnerships with Non-profits)

GIVE THE GIFT OF SCIENCE! -- Give the Gift of Science this holiday season! Discovery Science Center's annual Memberships for family and friends make great stocking stuffers! Plus, shop our Launch Pad store and choose from hundreds of fun science gifts for all ages. Upcoming Events: 2nd Grade Month (Nov. 1-30), Sunday Stargazing (Nov. 13), 1st Grade Month (Dec. 1-31), Bill Nye The Science Guy Book Signing (Dec. 3), Science of Snow Show (Dec. 17-31). We are now OPEN New Years' Day (Jan. 1)! Closed Thanksgiving Day & Christmas Day. Visit www.discoverycube.org or call 714-542-CUBE for more!

Contact : Joe Adams, President, Discovery Science
714.913.5006, jadams@discoverycube.com

Eric Adler (SEED Program)

The SEED Foundation started the nation's first urban public boarding school, the SEED School of Washington, D.C. in 1998. The school opened with 40 seventh-graders and now serves 310 students in grades 7-12. SEED provides an intensive, college preparatory, residential educational program for inner-city children who academically and personally benefit from a change in their environment. Although the school is a boarding school, it is located within the community of the children it serves, incorporates a significant community involvement and parent outreach component, and as a public school, is completely free to attend. SEED students demonstrate significant academic and social progress once they enter the program. In fact, 100% of the members of the school's first two graduating classes were accepted to four-year colleges. The school also serves as a working model for future residential schools that the SEED Foundation plans to establish in cities throughout the United States including Northern and Southern California.

Contact: Eric Adler, Executive Director, The SEED Foundation, 202-785-4123
eric@seedfoundation.com

Xiaochin Yan (Pacific Research Institute)

Xiaochin Claire Yan is the co-author of the new book *Free to Learn: Lessons from Model Charter Schools*, which details how some of California's charter schools, often serving low-income regions, are shattering the status quo and producing remarkable gains in student achievement. In *Free to Learn*, seven "turnaround" charter schools, mostly located in urban districts such as Oakland and the San Fernando Valley, whose results far surpass their neighboring public schools, are profiled. The reasons for their success include: using proven curriculum, student testing as feedback data, discipline, teacher accountability, and high expectations.

Based on school surveys, site visits, and interviews with principals, some of the essential ingredients identified for a successful school include:

- Strong academics and discipline; poorly performing schools emphasized nonacademic topics, such as cultural issues, and unproven learning concepts
- Student testing; underperforming schools avoid testing or hold back academically weak students in order to boost their overall scores
- Textbooks that meet state academic standards curricula; poorly performing schools fail to rely on textbooks and state standards
- High expectations for students, teachers, and staff; poorly performing schools gave poverty and high-crime as excuses for failure
- Rigorous teacher accountability and the elimination of teacher tenure
- Strong fiscal management, enabling these schools to achieve budget surpluses, despite often receiving fewer dollars than standard public schools

These schools provide insight for all schools on how to raise student achievement while also serving low-income communities.

Contact: Xiaochin Claire Yan, Public Policy Fellow, Pacific Research Institute
916-448-1926 ext. 2, xyan@pacificresearch.org

Bud Jacobs (Los Angeles Unified A-G Project)

The Los Angeles Unified School District (LAUSD) already has the vast majority of the teachers it would need to provide every student with so-called “A-G” curriculum, according to a report released by the Education Trust-West. On Tuesday, May 24th, 2005, the LAUSD Board of Education voted to implement so-called “A-G” course requirements for all students in the district.

“A-G” courses, the so-called “college prep” curriculum, represent the bare minimum needed to be considered for admission to California’s public universities (UC/CSU). Research has shown that it is also the curriculum students will need to be ready for the 21st century workforce. According to the report, “Preparing LAUSD Students for the 21st Century: We have the way, but do we have the will?” released today by the Education Trust-West, more than half of LAUSD’s high schools (61%) either already have the teachers they need or need *two or fewer* additional teachers in order to provide all students with the A-G curriculum.

The report uses California Department of Education data to determine how many additional teachers would be needed to implement the “A-G” curriculum district-wide. The report concludes that a total of 104 additional teachers are needed to teach “A-G” across all of LAUSD’s high schools and 68 percent of this gap (71 teachers) is concentrated in foreign languages. LAUSD employs a total of 36,180 teachers, the additional 104 needed teachers represent less than .3 percent of the teaching force.

“The district has the teachers in place, they just aren’t teaching the right classes,” said Russlynn Ali, executive director of the Education Trust-West. “Teachers who are qualified to teach intermediate algebra and geometry are instead teaching pre-algebra and beginning algebra. It’s time we capitalize on the abilities of both teachers and students and better prepare every student for life, whether it is for work or college.”

Currently, only 22 percent of all 9th graders graduate four years later having successfully completed the A-G curriculum. The picture looks far worse for some groups of students.

Only 16 percent of Latino 9th graders graduate having mastered the curriculum.

The report also disputes arguments raised against system-wide implementation of “A-G” – that students don’t want the curriculum or worse, aren’t up to the challenge. Using “A Tale of Two Los Angeles High Schools,” the report illustrates how access to “A-G” courses isn’t equal between schools. By examining the courses offered in two LAUSD high schools, the report demonstrates that low-income African-American and Latino students don’t have the same access to “A-G” courses as their peers in more affluent schools.

Contact: Bud Jacobs, Assistant Superintendent, LAUSD, 213.
Bud.jacobs@lausd.org

Hall of Administration
10 Civic Center Plaza
Santa Ana, CA 92701
Corner of Santa Ana Blvd. & Broadway

Board Room is located on the First Floor

From the South:

Take 5 FWY north.

Exit on Grand Ave.

Turn left on Grand Ave.

Turn right on Santa Ana Blvd.

You will travel several blocks.

After you cross Main Street, the next light is at Broadway.

The white, five-story building across the intersection on the right is the Hall of Administration.

Drive to the end of the block past the building and turn right on Ross. Make an immediate right turn into the parking lot.

From the North:

Take 5 FWY south.

Exit on Grand Ave.

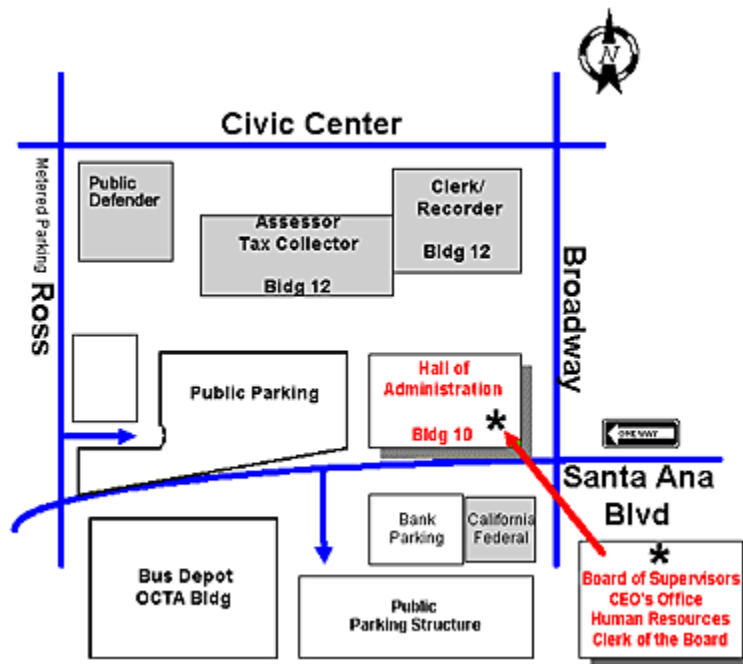
Turn right on Grand Ave.

Turn right on Santa Ana Blvd.

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PRESS RELEASE

FOR IMMEDIATE RELEASE
November 7, 2005

Contact: Mike Welch
916.319.2023

Assembly Select Committee on Urban Education Holds Best Practices Hearing in Orange County

The public and the media are invited to attend a hearing of the **Assembly Select Committee on Urban Education** on **November 9th from 10am to 12:30pm at the Orange County Board of Supervisors Chambers**, 12 Civic Center Plaza, Santa Ana, (Santa Ana Blvd & Flower) to learn about successful urban education programs from schools and educational organizations.

Nine short presentations will be made highlighting effective programs and demonstrating supporting data. Critical areas such as: full day kindergartens, getting students into the A-G track, residential school, partnerships with schools and non-profits and student support will be discussed. Each presenter will provide a description of his/her program, an examination of supporting data and respond to questions from Legislators.

Ultimately the committee will use the findings to propose legislation that would enable other schools throughout the state to replicate the best practices identified. The State has a great challenge ensuring that **all** students experience success and meet the nation's highest educational standards. Students must graduate possessing the knowledge and skills to enable California to continue as a world economic and technological power. California's public schools must ensure that all students are successful, regardless of race, language, ethnicity or gender. Sharing best practices can help provide success for more students.

The following members have been appointed by the Speaker of the Assembly to the Select Committee on Urban Education: Joe Coto (D-San Jose, Chair), Bob Huff (R-Diamond Bar, Vice Chair), Judy Chu (D-Monterey Park), Hector DeLaTorre (D-South Gate), Mervyn Dymally (D-Compton), Bonnie Garcia (R-Cathedral City), Cindy Montañez (D-San Fernando), Alberto Torrico (D-Newark), Van Tran (R-Westminster).

Any questions about the hearing can be directed to Mike Welch in Assemblymember Coto's Capitol office (916.319.2023, arlan.welch@asm.ca.gov)